

DOCUMENT RESUME

ED 354 480

CS 011 186

AUTHOR Horn, Evelyn D.
TITLE Whole-Language Principles Applied to a Remedial Reading Course, X100 at Indiana University at South Bend.
PUB DATE Jun 92
NOTE 49p.
PUB TYPE Reports - Descriptive (141) -- Guides - Classroom Use - Teaching Guides (For Teacher) (052)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Class Activities; *College Curriculum; College Students; *Course Content; Course Descriptions; Higher Education; Instructional Innovation; Reading Skills; *Remedial Reading; Secondary Education; Student Evaluation; *Whole Language Approach
IDENTIFIERS Course Development; Indiana University South Bend

ABSTRACT

This paper presents a syllabus and proposed course outline for X100, a skills-based college remedial reading class (at Indiana University at South Bend) keyed to the whole-language literature. The paper: (1) reviews two sourcebooks for information regarding the use of whole language at the secondary level and lists viable whole language strategies to be used specifically in X100; (2) summarizes comments and observations of local whole language practitioners as well as some comments from a former X100 student; (3) discusses the logistics of carrying out a whole language program in X100; and (4) discusses possible evaluation tools to use in a whole language classroom. Twenty-two references, a magazine article summary form, current and revised syllabi for X100, a revised course outline, a reading interest interview form, a peer evaluation form, an example of a whole language activity at the secondary level, a newspaper article response form, group directions, portfolio assignments for revised X100, and a holistic evaluation form for instructor use with written work are attached. (RS)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED354480

Whole-Language Principles Applied
to a Remedial Reading Course, X100 at
Indiana University at South Bend

By

Evelyn D. Horn
June 1992

"PERMISSION TO REPRODUCE THIS
MATERIAL HAS BEEN GRANTED BY

Evelyn D. Horn

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☒ This document has been reproduced as
received from the person or organization
originating it.
☐ Minor changes have been made to improve
reproduction quality.

* Points of view or opinions stated in this docu-
ment do not necessarily represent official
OERI position or policy.

CS011186

TABLE OF CONTENTS

Chapter 1	Page
Comments Regarding the Use of Whole Language, Elementary Level and Beyond.....	1
Statement of the Problem.....	4
Purpose of the Study.....	5
Organization of the Study.....	5
Limitations to the Study.....	6
Glossary.....	7
Chapter 2	
A Review of Two Sourcebooks for Whole-Language Practitioners at the Secondary Level.....	8
Possible Whole-Language Strategies for X100 Students.....	9
Summary of Comments and Observations from Local Whole- Language Practitioners and from a Former Student of X100.....	10
Logistics Involved in Revising X100 to Reflect a Whole-Language Approach.....	14
Possible Evaluation Tools to Use in the Revised X100 Course.....	16
Chapter 3	
Summary of the Study.....	18
Conclusions of the Study.....	18
Recommendations of the Study.....	20
Chapter 4	
Bibliography of the Study.....	21
Qualifications of the Student.....	23
Appendices	
A. Magazine Article Summary Form.....	24
B. Current Syllabus for X100.....	25
C. Revised Syllabus for X100.....	28
D. Revised Course Outline.....	30
E. Reading Interest Interview Form.....	34
F. Peer Evaluation Form.....	35

G. Example of a Whole-Language Activity at the Secondary Level.....	36
H. Newspaper Article Response Form.....	38
I. Group Directions.....	39
J. Portfolio Assignments for Revised X100.....	40
K. Holistic Evaluation Form for Instructor to Use with Written Work.....	41

Exhibits: (The exhibits will be brought separately to the Exit Project Panel and are not a part of this paper.)

1. The Plymouth Community Schools Language Arts Curriculum Guide (based on a whole-language approach)
2. Doctoral dissertation by John Woodley, University of North Texas, entitled, "Whole Language in the College Classroom: One Professor's Approach."
3. 1991 Aerial: a Fine Arts Publication by the Students of John Glenn H.S., Walkerton, IN (an example of a whole-language project)
4. Newspaper Article about a Whole-Language Activity Used in Washington Elementary, Plymouth, IN
5. Newspaper Article about a Whole-Language Activity Used in a High School in Holyoke, MA

ACKNOWLEDGEMENTS

This paper would not be complete without my grateful acknowledgment of the support given by the following individuals: 1) Laurie Hale for encouraging me to delve into the study of whole language at the secondary and college levels; 2) Linda Brookshire for giving generously of her expertise and time and making me feel welcomed in the South Bend School System; 3) Sandy Hojnacki and Kathy Moriarity for letting me observe their classes and "pick" their minds; 4) Janice Block for her enthusiasm for whole language and encouragement of my endeavors; 5) Charles Ray for stretching my mind and letting me observe his elementary teachers; 6) Tracy Robbins for being my "guinea pig;" 7) And, last, but not least, Floyd Urbach for inspiring me to be a better teacher and giving me the tools to do it.

NOTE TO READER

The appendices are a vital part of this presentation and include the "meat" of this paper. Please do not overlook them.

Chapter 1
Comments Regarding the Use of Whole Language
Elementary Level and Beyond

Many elementary teachers are successfully utilizing a whole-language approach in their classrooms. Not only are they getting students more involved with language, they are helping them discover the joy of reading for pleasure. But between grade school and high school, something seems to happen. Many students no longer think of reading as pleasurable nor do they seek it out in their free time. At the college level, we are finding more and more students underprepared to deal with the rigors of college reading assignments. Might not a whole-language approach across the grades, kindergarten through college, be one solution?

Whole language proponents believe that language needs to be meaningful and relevant to students as well as kept "whole," i.e., not broken up into meaningless parts. To further this aim, they urge teachers to integrate the elements of speaking, listening, reading and writing into as many classroom activities and assignments as possible, rather than fragmenting the "language arts" (Goodman, 7; Fitzgerald, 31).

Speaking also to this issue are Hobson and Shuman, authors of Reading and Writing in High Schools: A Whole Language Approach. They comment:

The academic environment that whole-language theory encourages, and that many high schools strive for, is one in which strict compartmentalization and departmentalization of information is unrealistic. Students are encouraged frequently to listen, to speak, to read, and to write in all areas of the curriculum and to begin asking the questions that reveal the dependence that exists between various bodies of knowledge. (7)

Jon Shapiro in Whole-Language (Practice and Theory), persuasively argues that whole-language programs are worthwhile because they are based on four beliefs emerging from research literature. These beliefs are:

First, the language of the child is critically important in the learning process, especially learning to read. Second, the child is seen as an active participant in his or her learning. Third, reading and writing are considered to be related and mutually reinforcing activities. Fourth, instruction, and the materials of instruction, must be meaningful to the learner. (314)

Although the above statements were written primarily with elementary children in mind, many high school and college teachers are utilizing the same whole-language beliefs in a variety of ways.

For example, language plays an important role in Linda Green Horton's high school English class in Missouri. Not only does she have her students give booktalks, but they must also come up with oral interpretations of the books they have read together in small groups. Horton states:

... for two or three days they argue, negotiate, refer closely to the text, revise their interpretations, clarify meaning, look at the text again, ask questions, evaluate, listen, collaborate, practice, time their selections and argue some more. It's a messy process, risky, fraught with possibilities of failure, but it's their show, not mine. (57)

She says one side-benefit of having the students do oral interpretations is: "... I don't have to read fifty-five repetitions of my own words" (57).

At Upper Arlington City School District in Ohio, whole language has penetrated all five elementary schools, two middle schools and one high

school. Two teachers in the high school, Elaine Lehman and Betsy Miller, have combined their History and English classes and renamed the new class, "American Studies." Students are assigned books to read but are given free rein as to how they demonstrate what they have learned. The two teachers have had a variety of projects turned in-- everything from paintings, slide shows, videos, poetry, fiction, to choreographed dances. Obviously the students are active participants in their own learning (Ladestro, 42-45).

At the college level, Pamela Rupert and Martha Brueggeman at the University of Akron use reading journals to help students make a connection between reading and writing. They have students choose an article to read from a magazine, summarize it, and then respond to it in writing with a personal opinion. The written response is then shared with a small group of peers who react to it. The teachers state: "Summaries for the reading journal serve a real purpose because they are prepared for an audience that has not read the selection" (31). [See Appendix A.]

Sallyanne Fitzgerald, an instructor at the University of Missouri, feels very hopeful about utilizing whole-language principles with her basic writing classes. She incorporates reading, writing, speaking, and listening into her assignments which she describes this way:

Students begin a rough draft in their journals -- the writing component of the language arts continuum -- then they describe their draft to a classmate. During this speaking component, the audience or classmate is encouraged to ask questions and to press for details. The writer makes notes during the conversation so that he or she can add details to the draft. This is the listening component. Then, for the reading area, students are provided

with a student written draft of this assignment. After reading it, they are asked to explain what the writer used for details. . . . Sometimes, I include conferences at this point in the drafting as another way of reinforcing the speaking-writing component since Basic Writers are frequently oralists and so are likely to respond in that medium. (32)

Hobson and Shuman believe learning becomes more relevant to older students when they are allowed to have some choice and input into what is studied. The authors state: "When a whole-language approach is employed properly, it will accelerate the learning processes of students by beginning with things that interest them and mean something to them" (27). Later on, they add: "Given their choices of what to study and how to study it, many people quickly make themselves experts in fields of genuine interest" (27).

No matter how high school teachers and college instructors apply a whole-language approach in their classrooms, those who are trying it are finding it to be of great benefit. As the authors state in the preface to Whole Language Strategies for Secondary Students: "No two whole-language classrooms are alike -- this is one of their greatest strengths. The differences are the result of unique individuals -- teachers and students -- that bring the theory into action" (Gilles et al. xii).

Statement of the Problem: This study will gather information on the following question: Can a skills-based college reading course, X100, be revised to reflect a whole-language approach?

Although there is little research literature available to demonstrate that a whole-language approach can be used effectively at the secondary

and college levels, there is a substantial amount available at the elementary level, which suggests that some of the principles of whole language can be adapted to college-level courses and applied successfully.

As a reading teacher of X100, a remedial reading class at Indiana University at South Bend (I.U.S.B.), I have found it challenging to find a reading skills textbook that appeals to students. They frequently were taught "reading skills" in the lower grades but were unsuccessful in transferring these skills to the actual processing of text for information or recreational purposes.

I believe a whole-language approach will help students like these become more successful in reading and perhaps more involved with print in general. As Dr. Lisa Spiegel at the University of South Dakota warns:

Skill training does not erase poor habits and attitudes regarding reading. Many students graduate, but learn that reading is only for school; they more than likely discontinue reading once finished with school. Eventually, they then become the parent who does not read, and the above cycle continues with their own children. (16)

Purpose of the Study

The major purpose of this study is to develop a syllabus and proposed course outline for X100 keyed to the whole-language literature.

My other purpose is to give X100 students (just one of the many classes connected with the Academic Resource Center at I.U.S.B.) a more solid foundation in literacy before going into content area classes. According to Karen White, Director of University Division, I.U.S.B., like many universities and colleges across the nation, is losing more than one-third of its freshman class for a variety of reasons, among which may be

students' inability to cope with college-level reading demands. It is my hypothesis that a whole-language approach in X100 will help these students achieve more success in reading and thereby improve their chances of succeeding in college classes and attain a degree.

Organization of the Study

This study will:

- 1) review two excellent sourcebooks for information regarding the use of whole language at the secondary level and list viable whole-language strategies to be used specifically in X100;
- 2) summarize comments and observations of local whole-language practitioners as well as some comments from a former X100 student;
- 3) discuss the logistics of carrying out a whole-language program in X100 and;
- 4) discuss possible evaluation tools to use in a whole-language classroom;
- 5) compile an appendices, including the current syllabus for X100, a revised syllabus and proposed course outline. [See Appendices B, C and D respectively.]

Limitations

Very little research has been done at the secondary level with whole language and even less at the college level. The study was also limited to what I could find in the I.U.S.B. library and through their interloan services.

Glossary*

Conferences: Teachers meet with students, either individually or in small groups, to assess their progress in reading and writing and to help correct any common written errors, etc.

Interest Survey: A survey used to discover students' interest in reading material.

Logs: Notebooks belonging to students in which they are asked to write.

Peer Conferences: Where two or more students meet together to listen to each others' writing and make constructive comments, either orally or on paper.

Portfolios: Collection of student work that documents literacy development and demonstrates proficiency and competency.

Reading Comprehension: The ability to read and understand material. There are 3 levels: a) literal-level which refers to ideas and facts directly stated on the printed page (the easiest level); b) inferential-level where readers must make inferences, in other words, read between the lines; and c) critical-level where readers make generalizations, compare and contrast, evaluate, etc., what they read (the most difficult).

USSW: (Unstructured, sustained, silent writing) 10-15 minutes a day when students and teachers write without interruption.

USSR: (Unstructured, sustained silent reading) 10-15 minutes a day when students and teachers read without interruption.

Whole Language: "... [whole language] is a child-centered, literature-based approach to language teaching that immerses students in real communication situations whenever possible" (Froese vii).

*Source: Whole-Language, (Practice and Theory) edited by Victor Froese.

Chapter 2

**Part I: A Review of Two Whole-Language Sourcebooks
for Secondary Teachers.**

1. Reading and Writing in High Schools: A Whole- Language Approach
by Eric Hobson and R. Baird Shuman;
2. Whole Language Strategies for Secondary Students, edited by Carol
Gilles, et al.

Both books are packed full of practical whole-language strategies. The first book is written by Dr. Shuman, a Professor of English at the University of Illinois, and Eric Hobson, a doctoral candidate at the University of Tennessee. Some of the topics they discuss are: "How People Learn," "What is the Whole-Language Approach," "The Skills of Decoding: Listening and Reading," and "The Skills of Encoding: Speaking and Writing." Their book contains numerous whole-language activities to use in a secondary classroom as well as an annotated bibliography which contains a list of current articles on whole language.

The second book is written and edited by high school teachers who are using whole language in their classrooms. The introduction, "Knowing Where We're Coming from" is written by Dorothy Watson, a well-known proponent of whole language. She explains the theoretical base for the whole-language approach to learning. The various chapters include not only general but specific strategy lessons to use in English/Reading, Social Studies, Science, Math, Shop, Music and Drama classrooms. Two chapters I found extremely helpful were ones on the use of newspapers and computers in whole-language classrooms. The appendices include various forms such as the "Burke Reading Interview," "Textbook Handling

Interview," and "Writing Strategies Interview." There are four separate bibliographies, including a suggested booklist for secondary students. I gleaned the following ideas from the above two sourcebooks, from other articles I read and from classroom observations.

Part II: Possible Whole-Language Strategies for X100 Students:

1. Keep a reading log (Browning, 41; Froese 113).
2. Keep a writing portfolio.
3. Write an autobiography as a reader, writer, speaker and/or listener (Gilles et al. 56).
4. Fill out a reading interest interview (Gilles et al. 60; Froese, 53).
Give some interview to a student outside the class who likes to read.
Compare and discuss some of the various responses. [See Appendix E.]
5. Keep a list of books read and books attempted.
6. Define reading; then keep track of everything read during a two-hour period during the day to expand the definition (Hobson and Shuman 34).
7. Read to another student occasionally or to the instructor (Casazza 25).
8. Discuss reading in small groups and occasionally with the whole group.
Converse in writing with another student about a particular aspect of a book. (Gilles et al. 35).
9. Paraphrase a particular reading passage, either orally or on paper.
10. Give an oral interpretation of a book when finished (Horton 56-57).
11. Request a conference with instructor to discuss reading log, portfolio, to ask specific questions, etc.
12. Sketch or diagram a chapter of a book (Gilles et al. 78).
13. Listen to a peer read his/her writing. Then fill out a peer evaluation form and discuss it with the student writer. [See Appendix F]

14. Problem-solve with the newspaper by trying to find causes/solutions to current local and world problems (Hobson and Shuman 20-21; Gilles et al. 102).
15. Discuss and then respond to "Letters to the Editor" column in the local paper or to specific editorials.
16. Write a book review, article or response to an editorial for the I.U.S.B. school newspaper, The Preface.
17. Ask questions at the inferential, analysis, and synthesis levels of questioning taxonomy. (Gilles et al. 47).
18. Interpret, summarize and react to magazine articles (Rupert and Brueggeman 26-33; Browning 39).
19. Read silently for uninterrupted periods of time. (USSR)
20. Write silently for uninterrupted periods of time. (USSW)

Part III: Comments and Observations of Local Whole-Language Practitioners:

I met with Linda Brookshire, Curriculum Facilitator, K-12, Language Arts and Foreign Language for the South Bend School System as well as a Secondary Language Arts Methods instructor for I.U.S.B. At our first meeting we discussed possible paperback books which might appeal to X100 students. In subsequent meetings, we discussed how the course could be revised to reflect a whole-language approach as well as the logistics involved in accomplishing this task.

I next observed two secondary whole-language teachers in South Bend. One was Sandy Hojnacki at Riley High School and the other was Kathy Moriarity at Washington High School.

Hojnacki is a veteran teacher of 26 years at Riley High School who

describes whole language as "the only way to go." She says this new approach provides for more rapport with the students because they see her more as a coach than a traditional teacher.

Upon entering her classroom, I was struck by its peacefulness and beauty. There is lovely, framed artwork done by students on the walls. Plants fill the corners and windows. Paperbacks are everywhere, thanks to a \$1,000 Reading is Fundamental (RIF) Grant. The best thing about her room, according to Hojnacki, is that it is adjoining the school library so students can go back and forth between the two rooms as needed.

While I was there, she had a student read aloud to the other students from a book entitled, I Dreamed a World: Portraits of Black Women Who Changed America by Brian Lanker. After discussing the concepts in the article that might be difficult for the students to understand, she then switched topics and asked how many students had received their voter registration card in the mail. This is a special project she does with the students to encourage their active participation in local and national elections.

Students then proceeded with their assignment to research and write about a career that interested them. As the students circulated between Hojnacki's room and the library, I looked through some of the portfolios they showed me.

Their portfolios, referred to as the "Senior Writing Portfolio," contain an autobiography of a student's high school years; a narrative/descriptive piece; a reader response piece; a creative piece; and finally a reflective piece in which the student analyzes his best work. Hojnacki responds to the writing with questions, comments and positive remarks. The students who shared their portfolios with me were obviously proud of the work they had done.

Later that afternoon, I observed Kathy Moriarity, another experienced teacher who has taught at Washington High School for six years and before that, taught at an alternative school in Chicago and worked with adult learners in G.E.D. programs.

Moriarity's room is large and partially divided in the middle. On one side are large, round tables where students sit, read and talk with each other. On the other side are about a dozen computers where students practice their writing skills. Moriarity has an aide who oversees the computer side of the room and assists students as needed. This allows Moriarity to spend her time conducting conferences and reading what the students have written. The students seem pleased and content to have her individual attention, perhaps because they appreciate the risk-free environment and frequent praise.

Paperbacks are everywhere here, too, because Moriarity was a recipient of the same RIF grant as Hojnacki. Moriarity says she has no problem distributing the paperbacks because they are of high interest to the students. At the end of the semester, students will be allowed to keep any paperback they have read and wish to own. [See Appendix G for an example of a combined whole-language activity among Moriarty, Hojnacki, and Britt Mikulyuk, a teacher from Dickinson Middle School.]

Because I also wanted to have the X100 students read a news magazine, I spoke with Associate Professor Sue Schoen at Holy Cross Junior College in South Bend. Schoen teaches a successful freshmen English/reading course at the college and gave me a number of helpful tips. In discussing the merits of Newsweek and Time, for example, she suggested that I choose Newsweek because it is easier for students to read than Time. She

also recommended that students give oral reports as well as short written reports about what they read. Her students either purchase Newsweek themselves or read it in the college library. (She mentioned that the librarian is very supportive of her program and has ordered a number of subscriptions to Newsweek for the students' use.)

I then began to consider how I could integrate paperback, magazine, and newspaper reading into one course. Janice Block, a college teacher of "Critical Reading in the Content Areas" at I.U.S.B., recommended that I unite the various reading sources by themes. In other words, if a student were reading a paperback that had to do with conflict, he could also look for articles in newspapers and magazines relating to the same topic. This would help tie in present local and world events with the themes in his/her books. (The use of thematic units is a core component of a whole-language classroom.)

I also sought the advice of a former student in X100, Tracy Robbins, asking how she thought students might react to this type of course. Robbins responded positively but added a few caveats. First, she said, "The books should be relatively thin because slow readers get overwhelmed by the sheer thickness of some books. Also, assignments should be limited to 20-25 pages per night so that students will really read the material." And finally, she thought it would be better for the instructor to choose the paperbacks because she added, "The students won't know where to begin." (She liked the idea of being able to select from a small selection of books, pre-chosen by the teacher.)

In regard to reading magazines and newspapers, Robbins suggested I wait until the paperback reading got off to a good start before introducing more reading. She liked the idea of looking for the same theme in paperbacks, magazines and newspapers.

Part III: Logistics of Carrying Out a Whole-Language X100 Class:

Realizing that the funds of those who attend I.U.S.B. are usually limited, I spoke with a sales representative from Penguin Paperbacks in New York, after consulting with I.U.S.B.'s bookstore. She assured me that the paperbacks I was interested in (listed later on in the revised syllabus) were relatively inexpensive, costing anywhere from \$3.50 to \$4.95.

Newspapers such as The South Bend Tribune and magazines such as Newsweek are available to read in the I.U.S.B. library as well as in public libraries, if the student does not wish to purchase them. Neither will they need to take out a subscription to Newsweek because reading assignments will only be given intermittently. [See Appendix H.]

The final portion of my time was spent deciding upon themes that would interest X100 students as well as the various paperback sets I could put together to carry out these themes. I concluded that courage would be a relevant theme and would appeal to both the 18 year olds and older students returning to college. (It takes a good deal of courage for X100 students just to attempt college.) Within this theme, there are a multitude of possibilities for paperbacks. For now I have chosen: The Red Badge of Courage by Stephen Crane; Roll of Thunder, Hear My Cry by Mildred Taylor and W.H.D. Rouse's Gods, Heroes, and Men of Ancient Greece.

Another theme pertinent to many students is the theme of "relationships." I immediately thought of books such as The Scarlet Letter by Nathaniel Hawthorne; Edith Wharton's Ethan Frome and The Pearl and The Red Pony by John Steinbeck.

A third theme of general interest is "conflict." Classics such as Animal Farm by George Orwell; The Call of the Wild by Jack London and Lord of the Flies by William Golding come readily to mind.

When choosing well-respected books, many considered "classics," I was reminded of what Linda Green Horton said: "I chose them [classics] because they have something important to say about the human condition in language which extends and celebrates humanity. Quality literature elicits quality response" (56). I also leaned toward books that would promise stimulating discussions about ethical and moral dilemmas. According to Benge Kletzien and Conway Hushion: "Students need to learn to think about what they are reading and integrate it with what they already know, compare it to other situations, and evaluate it in terms of aesthetic and ethical standards" (445).

In mini-lessons of approximately 15 minutes duration at the beginning of class, I would like to discuss a number of topics such as paraphrasing, summarizing and increasing one's reading rate, as well as give book and author talks. Some excellent suggestions for mini-lessons are given in the article, "Reading Workshop: Reading, Writing, Thinking" (Benge Kletzien and Conway Hushion, 444-451).

At this stage, I envision the I.U.S.B. bookstore ordering 10 each of the nine pre-selected paperback selections. Students will then choose, for instance, one selection from the three titles based on "courage." The second time round, they will choose from three titles having to do with "relationships." The third time round they will choose from three titles relating to "conflict." At that point, they can go back to any one of the three themes and choose one of the books they haven't read.

After the initial three rounds of reading, I will be open to students' negotiating for a book of their own choice, as long as it pertains to one of the three themes and is considered a "classic" or well-established literature. This way students can still participate in large-group

discussions. Each group will also make its own reading assignments depending upon the length of the chapters, and discuss other pertinent details. [See Appendix I.]

Part IV: Possible Evaluation Tools to Use with This Course

Traditionally, teachers have followed the "teach-test-teach" pattern which works well for a skills-approach to reading. Now however, with the advent of whole language, teachers are using other criteria such as teacher observation, interviews, discussions, videos, audio-tapings and portfolios (Reutzel and Hollingsworth 410).

A portfolio is a collection of student writing, including not only finished pieces but also drafts, so that both student and teacher can see the student's growth. It is important for students to evaluate their own writing because time spent in reflection is a critical part of the writing process. As Ken Goodman states: "Self-evaluation is the most significant kind of evaluation; pupils and teachers need to have a sense of why they are doing what they are doing so that they may have some sense of their own success and growth" (xiii).

Tierney, Carter and Desai in their book entitled, Portfolio Assessment in the Reading-Writing Classroom, also favor self-evaluation, but recommend that students not be required to write out long, formal evaluations and urge teachers to be patient as self-evaluation is a technique that students need to "grow-into" sometimes (114).

To get more "hands-on" information about portfolios, I attended and participated in a portfolio workshop for teachers in the South Bend School System and other interested observers. I also attended a special all-day workshop given by Bill Bintz, a doctoral student

from Indiana University, Bloomington, and Language Arts Consultant to the Harmony School in Bloomington. Bintz, after listening to my plans for a revised whole-language X100 class, suggested that as students read, I have them reflect upon what makes a book a "classic" and then keep a list of some of the qualities that contribute to enduring literature. He also suggested I have students discuss present-day novels and what makes them popular and then compare the qualities of classical literature with current novels.

From what I learned at the various workshops, as well as the portfolios I read in the two classrooms I visited, I then compiled my own portfolio assignments for X100. [See Appendix J.]

Finally, I plan to employ "kidwatching," a term coined by Yetta Goodman, a well-known whole-language proponent. Kidwatching occurs when teachers observe and take notes on their students in various settings and occasions. Patterns may emerge, revealing more about a student than standard methods such as tests might disclose (Gilles et al. 24).

Chapter 3

Summary of the Study

To obtain sufficient background knowledge about whole language, I read numerous articles in professional education journals as well as the two books reviewed in this paper. I compiled my own list of possible whole-language activities from these sources to use with college freshmen in X100.

I then spoke with and observed knowledgeable professionals who strongly believe in whole language and practice it. I also chose to have a former student listen to my proposal and give me her comments because I realize that as educators we rarely seek out the opinion of the one most interested in such a project - the student.

Finally I considered all the logistics involved in beginning a new course organized according to whole-language principles. I tried to answer all the questions in my own mind about how to set up a program and to think through all the possible roadblocks to its successful implementation. This included decisions as to what reading material should be used and how best to obtain it; the integration of reading, writing, speaking and listening into the daily lesson plan; and how to evaluate students in this new setting.

Conclusions of the Study

Students who traditionally take X100, a remedial reading course, tell me that their biggest concerns are: lack of comprehension, slow reading rate, and inability to find the main idea in a selection. All three of these concerns can be addressed in a whole-language classroom.

In my considered opinion, students' comprehension levels will greatly improve as they submerge themselves in reading, discuss their reading, react to it in writing, and listen and learn from their peers and instructor -- in short, a whole-language approach.

The best way for students to increase their reading rate is to read easy material faster and read more of it (Pauk 338). Requiring X100 students to read six hours per week outside of class as well as about one hour per week in class, should help students pick up their speed.

By paraphrasing, summarizing, and reacting to what they read, I believe students will gradually become more successful in discerning the main ideas of a particular selection.

An additional benefit to the students will be learning how to relate to each other and work together constructively. I plan to teach some "cooperative learning" skills that will help facilitate student discussions (Johnson, Johnson, and Holubec 1:18-1:19; 1:33). This will also make it possible for me to circulate freely among the groups or schedule individual conferences as needed. [See Appendix I.]

And finally, I hope my two larger goals: that of reading for pleasure and staying in college - will be realized by X100 students. A skills approach to this class has already been tried and the students I spoke with did not go away with a "love of reading" because of it. With a whole-language approach, I believe students will have a more positive attitude toward reading and college in general. I look forward to putting this plan into operation the Fall of 1992.

Recommendations of the Study

1. Limit the various reading themes (i.e., courage, relationships, conflict) to simplify the logistics of organizing the course. Themes and paperback selections can be changed from year to year.
2. Develop a holistic evaluation form instead of giving a midterm and/or final. (X100 is a pass-fail course and especially suited for this kind of evaluation tool.) [See Appendix K.]
3. Mini-lessons can evolve as various student needs become apparent from reading the students' written work.
4. Put the books that students have to purchase on reserve in the Schurz Library for browsing purposes.
5. Take students for a tour of the library, making a special point to show them where the periodicals and circulation desk are located. They will need to know how to obtain books on reserve. Students can also be shown the quiet rooms; the comfortable reading areas; etc.
6. Develop a support system with other teachers who are using whole language. [Teachers Hojonaki and Moriarity meet regularly to discuss their classes and plan joint projects.]
7. Introduce audiocassette tapes to the students and occasionally play selections for them. Look especially for tapes where authors read their own works.
8. Encourage student writing for the school newspaper.
9. Recommend local bookstores such as "The Little Professor," "Erasmus," and "Pandora's Books."
10. Continue to look for appealing novels to use in the class.

SELECTED BIBLIOGRAPHY

- Benge Kletzien, Sharon, and Barbara Hushion Conway. "Reading Workshop: Reading, Writing, Thinking." Journal of Reading 35 (1992): 444-51.
- Browning, Nancy F. "Journal Writing: One Assignment Does More than improve Reading, Writing, and Thinking." Journal of Reading 30 (1986): 39-44.
- Casazza, Martha E. "Using Paired Reading to Promote Active Learning." Reading Today October-November 1991: 25.
- Fitzgerald, Sallyanne. "Re-Uniting the Arts of Language: Assignments in the Basic Writing Class." Freshmen-English-News 18 (1989): 31-33.
- Froese, Victor, ed. Whole-Language: Practice and Theory. Boston: Allyn and Bacon, 1991.
- Gilles, Carol, et al., eds. Whole Language Strategies for Secondary Students. New York: Richard C. Owen Publishers, Inc., 1988.
- Goodman, Ken. What's Whole in Whole Language. Portsmouth: Heinemann Educational Books, Inc., 1986.
- Hobson, Eric, and R. Baird Shuman. Reading and Writing in High Schools: A Whole-Language Approach. Washington, D.C., NEA Professional Library, 1990.
- Horton, Linda Green. "A Whole Language Unit for Ninth Graders." English Journal 75 (1986): 56-57.
- Johnson, David W., Roger T. Johnson, and Edythe Johnson Holubec. Cooperation in the Classroom. Edina: Interaction Book Company, 1991.
- Ladestro, Debra. "Making a Change for Good." Teacher Magazine August 1991: 42-45.
- Pauk, Walter. How to Study in College, 4th ed. Boston: Houghton Mifflin Co., 1989.

Reutzel, D. Ray, and Paul M. Hollingsworth. "Whole Language and the Practitioner." Academic Therapy 23 (1988): 405-16.

Rupert, Pamela R., and Martha A. Brueggeman. "Reading Journals: Making the Language Connection in College." Journal of Reading 30 (1986): 26-33.

Spiegel, Lisa A. "The Reward is Reading." Indiana Reading Quarterly, 24.2 (1992): 15-22.

Tierney, Robert J., Mark A. Carter, and Laura E. Desai. Portfolio Assessment in the Reading-Writing Classroom. Norwood: Christopher-Gordon Publishers, Inc., 1991.

OTHER HELPFUL ARTICLES:

Gold, Judith, Linda Greengrass, and Eleanor R. Kulleseid. "Whole Language and Teacher/Librarian Partnerships." Phi Delta Kappan 73 (1992): 536-37.

Ross, Elinor Parry. "Moving Toward a Whole Language College Classroom." Journal of Reading 35 (1991-92): 276-81.

Rousculp, Edwin E., and Gerald H. Moring. "Portfolios for a Community of Learners," Journal of Reading 35 (1992): 378-85.

Smith, Frank. "Learning to Read: The Never-Ending Debate." Phi Delta Kappan 73 (1992): 432-41.

Valeri-Gold, Maria, James R. Olson, and Mary P. Deming. "Portfolios: Collaborative Authentic Assessment Opportunities for College Developmental Learners." Journal of Reading 35 (1991-92): 298-305.

Williams, Sharon K. "Resources." Teacher Magazine August 1991: 46-47. (Lists associations and organizations, publishing companies, bookstores, periodicals, and catalogs for whole-language teachers.)

Student Qualifications

- Personal:** Evelyn D. Horn
719 N. Michigan Street
Plymouth, Indiana 46563
- Education:** B.S. in English (teaching major)
Reading Endorsement K-12
- Employment:** 1990 - present
Adjunct Instructor, Education Department, I.U.S.B.
University Supervisor of Student Teachers (Spr. 1991)
1988 - 1989
Montessori Teacher, Bremen Montessori School, IN
1987 - 1988
Teacher at "Natick Extended Day" - Natick, MA
1978 - 1987
Staff Assistant at First Church of Christ, Scientist,
Boston, MA
1967 - 1976
(1975-76) USDESEA kindergarten teacher,
Harrogate, North Yorkshire, England
(1972-74) 10-12th grade reading teacher
Andover H.S., Linthicum, MD
(1971) 6th-8th grade reading teacher
Gillette Middle School, North Syracuse, NY
(1970) USDESEA 3rd grade teacher
West Berlin, Germany
(1968) 6th-8th grade reading teacher
Gillette Middle School, North Syracuse, NY
(1967) 6th grade teacher- all subjects
Montpelier, IN
- Qualifications:** Currently enrolled in the Master's Program at I.U.S.B.
(33 hours completed.)
I presently teach at I.U.S.B for the Academic Resource
Center: X101- Techniques in College Textbook Reading;
and X150- Learning Techniques I. In addition, I am
scheduled to teach X100 again in the fall- Practical
Reading and Study Skills.

Appendix A

Magazine Article Summary Form*

Name of Student: _____ Today's Date: _____

Title of Article: _____

Title of Magazine: _____ Author: _____

In one sentence, paraphrase what the author is saying: _____

Why did you choose to read this article in particular? _____

How did this article relate to the theme we are discussing? _____

Is there anything in your own life you can relate to what you have read in
this article? _____

*Magazine Article Summary- adapted from "Article Interpretation Form"
as found in "Reading Journals: Making the Language Connection in College"
by Pamela Rupert and Martha Brueggeman. (See Bibliography.)

Appendix B

X100 COURSE TITLE: Practical Reading and Study for Self Improvement

Instructor: Mrs. E. Horn

Fall 1991

Office Hours by Appointment

Educ. Secretary 237-4108

Home Tel: 936-7770

=====

COURSE DESCRIPTION: This course focuses on developing effective strategies for expanding vocabulary and improving reading comprehension.

REQUIRED TEXTBOOKS AND SUPPLIES:

1. WIENER/BAZEMAN. Basic Reading Skills Handbook, Houghton Mifflin Co., Second Edition, 1991.
 2. Any hardback or paperback dictionary of good quality.
 3. A Spiral Bound Notebook that will be turned in every other week.
 4. Small stapler or paperclips.
-

MAJOR COURSE OBJECTIVES:

The student will be able to:

1. Define 30 out of 33 prefixes; as well as define 30 out of 34 suffixes and roots.
 2. Utilize prereading warm-up exercises as well as SQ3R.
 3. Identify the main idea and supporting details of assigned passages.
 4. Make inferences when reading assigned passages.
 5. Underline, list and summarize reading selections.
-

REQUIREMENTS:

Reading: Assigned textbook chapters and content selections.

Homework: Designated textbook practice exercises are due at the beginning of the last class period of the week. Late work will not be accepted more than one class period following the due date.

Assessment: There will be two quizzes, a mid-term examination and a final examination. Test items will come from the assigned textbook chapters, classnotes and handouts.

Attendance Policy: You are expected to attend all classes and arrive on time for class. If you miss no more than 2 classes during the semester and are tardy no more than 2 times, you will receive a bonus of 25 points. (see next page)

POINTS:

Quiz.....	30
Quiz.....	30
Reading Journal.....	35
Homework.....	74
Mid-term Exam.....	55
Final Exam.....	51
Attn/On Time/Participation	25

 TOTAL: 300 pts.

240 pts. are needed to pass this class.

TENTATIVE SCHEDULE

<u>Dates</u>	<u>Topic</u>	<u>Read Chapter:</u>
8/26-8/28	Intro. & Explanation of Reading Journal	
.	Some Comments on Notetaking and first h.w. assignment	
9/2-no class		
9/4	Using Context Clues	1- p. 1-21
9/9-9/11	Using Word Part Clues	1- p. 21-37
9/16-9/18	Multiple Meanings & Dictionary	1 & 2- p. 38-60
9/23-9/25	Quiz on Prefixes & Previewing Parts of a Book & Previewing Individual Selections	3 & 4- p. 61-100
9/30-10/2	Quiz on Suffixes and Roots & Using Prereading Warm-Ups	5 & 6- p. 101-136
10/7-10/9	Using SQ3R and Mid-term Exam on Oct. 9	7- p. 137-159
10/14-10/16	Review of Mid-term & Intro. of Main Idea	
10/21-10/23	Reading for the Main Idea	8- p. 163-204
10/28-10/30	Reading for the Main Idea and Reading for Information	8 & 9a & 9b p. 204-233
11/4-11/6	Sorting out Major and Minor Details	9c-10 p. 234-254
11/11-11/13	Using Inference	11- p. 255-275
11/18-11/20	Underlining, Listing and Summarizing	12- p. 279-299
11/25-11/27	Paraphrasing	classnotes
12/2-12/4	Selected Readings	from back of book
12/9-12/11	Selected Readings and Final Exam on Dec. 11	

ASSIGNMENT SCHEDULE

<u>Date Due</u>	<u>Exercise</u>
9/4	p. 17-19, 1-6 + Turn in Reading Journal
9/11	p. 30-31, 1-15
9/18	p. 46-49, 1-25 + Turn in Reading Journal
9/25	Quiz on Prefixes
10/2	Quiz on Suffixes and Roots
10/7	Turn in Reading Journal
10/9	Midterm Exam
10/23	Turn in Reading Journal + p. 201-204; 6-10
10/30	p. 220-221; 1-8
11/6	Turn in Reading Journal + p. 241-244; 1-5
11/11	p. 274-275; 1-5
11/20	Turn in Reading Journal + p. 299 #2
12/2	Turn in Reading Journal
12/11	Final Exam

Appendix C - Revised Syllabus

X100 COURSE TITLE: Practical Reading and Study for Self Improvement

Instructor: Evelyn Horn

Fall 1992

Office Hours by Appointment

Educ. Secretary 237-4108

COURSE DESCRIPTION: This course focuses on developing effective strategies for expanding vocabulary and improving reading comprehension through meaningful reading of newspapers, magazines, and paperback books.

REQUIRED PERIODICALS AND BOOKS:

1. Students will purchase newspapers, magazines as needed and a minimum of 3 paperback books **before the third class meeting.**
 2. Students will purchase any hardback or paperback dictionary of good quality, i.e., Webster's, etc. (to be discussed in class)
-

MAJOR COURSE OBJECTIVES:

The student will be able to:

1. Make inferences and increase his ability to read critically.
 2. Paraphrase and summarize reading selections.
 3. Increase his/her rate of reading by reading a variety and abundance of reading material.
 4. Increase his/her vocabulary through the use of structural analysis; context and use of a dictionary.
 5. Increase his/her background knowledge by reading well-respected literature.
-

REQUIREMENTS:

Reading: In class as required.

Homework: A minimum of 6 hours per week of outside reading and writing.

Assessment: There will be no tests; however, a portfolio of written assignments will be reviewed periodically during the semester. A final project will also be evaluated by peers and by the instructor.

Attendance Policy: Discussion is vital to the success of this class; therefore you will be expected to attend each session.

This is a Pass/Fail Course. To pass, you will need to achieve a minimum of 80 pts among the following categories:

1. Reading books, magazines and newspapers as assigned and turning in written assignments relative to readings.....20 pts.
 2. Writing a variety of assignments that you will keep in your portfolio.....20 pts.
 3. Speaking regularly in small group and classroom discussions.....20 pts.
 4. Listening to your peers' reading/writing and giving them your attention and suggestions.....20 pts.
 5. Turning in a final project in response to a book you have read.....20 pts.
-
- 100 pts.

(additional information)

Newspapers: South Bend Tribune or your local paper
(to be purchased by student or read in I.U.S.B.'s library or a public library)

Magazine: Newsweek
(to be purchased by student or read in I.U.S.B.'s library or a public library)

Paperbacks by Theme: All books will be available at the I.U.S.B. bookstore. You will need to choose one book from each theme area. See choices below.

Paperback Choices:

- I. Courage (begin by choosing one of the following 3 choices)
 - A. The Red Badge of Courage by Stephen Crane
 - B. Roll of Thunder, Hear My Cry by Mildred Taylor
 - C. Gods, Heroes, and Men of Ancient Greece by W. H. D. Rouse
- II. Relationships (begin by choosing one of the following 3 choices)
 - A. The Scarlet Letter by Nathaniel Hawthorne
 - B. Ethan Frome by Edith Wharton
 - C. The Pearl and The Red Pony by John Steinbeck
- III. Conflict (begin by choosing one of the following 3 choices)
 - A. Animal Farm by George Orwell
 - B. The Call of the Wild by Jack London
 - C. Lord of the Flies by William Golding

Appendix D- Proposed Course Outline

Each class may be preceded by 15 minutes of either a mini-lesson or directions, etc. Discussions groups will consist of 3-4 people.)

TENTATIVE SCHEDULE

<u>Sessions</u>	<u>Topic</u>	<u>Bring to Class:</u>
1	Introduction & Explanation of Course Students will introduce each other and then fill out a Reading Interest Interview. + Discuss paperback books to be used.	
2	Define "reading" (individually, in pairs, 1 group definition) Homework: Keep track of everything you "read" for a 2 hr. pd. Bring results to next class. + Tour of Library (class books on reserve for browsing)	
3	Discussion of their Reading Interest Interviews and 2 hr. experiment. HW: Give a Reading Interest Interview to a person who likes to read or reads a lot. Bring to next class. + Paperback Reading/Theme: Courage- Form groups and make your own group reading assignments, etc.	Your paperback
4	Turn in Reading Interest Interview of a "reader." Discuss what you learned. + Paperback Reading/Courage/ Small Grp. Discussion	"
5	Write an autobiography as a reader/writer/speaker and listener. (Elementary-High School) + Paperback Reading/Courage/ Small Grp. Discussion	"
6	Read your autobiography to a peer. Listen for suggestions. Revise and turn in. + Paperback Reading/Courage/Discussion Explanation of Newsweek assignment (article re. courage)	"

7	Newsweek Magazine Reading (Read the night before and finish summary form. Turn in.) Discuss mag. articles re. courage in class.	bring book
	+	
	Paperback Reading/Courage/Discussion Explain newspaper assignment.	
8	Newspaper Reading (Read the night before and finish "newspaper response" form. Turn in.) Discuss newspaper articles re. courage.	"
	+	
	Paperback Reading/Courage/Discussion	
9	Portfolio self-evaluations by students.	"
	+	
	Paperback Reading/Courage/Discussion	
10	Write about a time when you were courageous. Portfolio conferences with instructor.	"
	+	
	Paperback Reading/Courage/Discussion	
11	Read your "courage" paper to a peer. Listen for suggestions. Revise and turn in. Portfolio conferences with instructor.	"
	+	
	Paperback Reading/Courage/Final Discussion	
12	Intro. to new theme: Relationships Form new groups and make your own grp. reading assignments, etc.	BRING NEW BOOK
	+	
	Begin reading new book.	
13	Portfolio Assignment- write (1-2 pgs.) about <u>a relationship</u> that has helped you to grow as a person. (put in portfolio)	"
	+	
	Paperback Reading/Relationships/Discussion	

14	Read your "relationship" paper to a peer. Listen for suggestions. Revise and turn in. + Paperback Reading/Relationships/Discussion	"
15	Newsweek Magazine Reading (Read night before and finish summary form. Turn in.) Discuss articles re. relationships in class. + Paperback Reading/Relationships/Discussion	bring book
16	Newspaper Reading (Read the night before and finish "newspaper response" form. Turn in.) Discuss articles re. relationships in class. + Paperback Reading/Relationships/Discussion	"
17	Listen to a professional storyteller. (Garrison Keillor tape- story about a "relationship") Discuss what you liked about it. + Paperback Reading/Relationships/Discussion	"
18	Write a 1 page paper about a storyteller you know. + Paperback Reading/Relationships/Discussion	"
19	Read your "storyteller" paper to a peer. Listen for suggestions. Revise and turn in. + Paperback Reading/Relationships/Final Discussion	"
20	Introduction to Last Theme: Conflict Form new groups and make your own group reading assignments, etc. + Begin reading new book.	BRING NEW BOOK
21	Discussion of final project possibilities. Begin thinking about your project. + Paperback Reading/Conflict/Discussion	"

22	Newsweek Magazine Reading (Read the night before and finish summary form. Turn in.) Discuss magazine articles re. conflict in class.	"
	+	
	Paperback Reading/Conflict/Discussion	
23	Newspaper Reading (Read the night before and finish "newspaper response" form. Turn in.) Discuss newspaper articles re. conflict.	Bring Book
	+	
	Paperback Reading/Conflict/Discussion	
24	Write up project proposal + steps you will need to take to complete project by 27th meeting.	"
	+	
	Paperback Reading/Conflict/Discussion	
25	Work on project.	"
	+	
	Paperback Reading/Conflict/Discussion	
26	Work on project.	"
	+	
	Paperback Reading/Conflict/Discussion	
27	Sharing of projects in small group. Peer evaluation.	"
	+	
	Paperback Reading/Conflict/Discussion	
28	Sharing of projects before class.	"
	+	
	Paperback Reading/Conflict/Discussion Self-evaluation of portfolio (homework)	
29	Update your autobiography as a student regarding your attitude toward reading now.	"
	+	
	Paperback Reading/Conflict/ Final Discussion Turn in portfolio.	
30	Nelson Denny Reading Test Final Conference with Instructor re. Portfolio	

Appendix E

Reading Interest Interview*

Name _____ Date _____

1. What do you do when you come to an unknown word? (write down any and all ideas)

2. What do you think makes a person a good reader?

3. Who do you know that is a good reader?

4. If someone you knew asked you to help them with their reading, what would you do? (list any and all ideas)

5. How and when did you learn to read?

6. What would you like to do better as a reader?

7. Do you think you are a good reader? Why or why not?

*Adapted from Appendix B, Burke Reading Interview by C. Burke (1987) and found in Whole Language Strategies for Secondary Students by Gilles et al., 1988.

Appendix F

Peer Evaluation Form*

Name of student you are evaluating: _____

1. I liked what you wrote because: _____

2. As I was listening to _____, the following questions came to mind:

3. I especially liked the part where he/she _____

4. I would like to hear more details about _____

5. Any other comments you would like to make?

*Adapted from the peer evaluation form that Kathy Moriarity uses in her Writing Lab.



Tribune Photos-BARBARA ALLISON

Tom Troxel, at left, and Eric Dinger, at right, moved from letter-writing friends, to friends who have had a face-to-face meeting. The two were part of a three-school project in which their teachers tried to figure out what gets students excited about reading and writing.

Students learn from letter-writing project

SOUTH BEND TRIBUNE

By DIANE STEPHEN 12/18/92
Tribune Staff Writer

SOUTH BEND

There's a difference between writing and writing something you want to write about.

It's a lesson about life that three South Bend Community School Corp. teachers translated into a classroom project for themselves — as well as their real-life students.

Sandra Hojnacki, Kathy Moriarty and Britt Mikulyuk, teachers at Washington High School, Riley High School and Dickinson Middle School, respectively, not only are colleagues, but are classmates in Composition Theory and Practice in Indiana University at South Bend's Education Division.

As students, they set out to figure out how to get their students, many who are basic readers and writers, to enjoy reading and writing.

Tough assignment, eh?

So the teachers became student/researcher/teacher. They read the book "Reclaiming the Classroom" and decided to do it themselves.

Many of their students, at least initially, didn't like the idea of more writing and more reading.

One of the teachers' assumptions was that their students like to write notes to each other and love conversation — particularly with their peers.

So they put those concepts to use. The three teachers matched students of similar backgrounds and had them write letters to one another on Tuesdays and Thursdays. No

grades were involved (except for the teachers who, by the way, got an A on their paper).

Once they all figured out what they do like to read and write about, the teen-aged students started doing amazing things, their teachers found.

They started asking questions about how they could better communicate and wanted words to be spelled correctly. Basically, they didn't want to come across as stupid to people they were getting to know and would eventually meet — perhaps that's peer pressure at its finest.

"They wanted those letters at mail call," said Hojnacki. "Some kids weren't sure what to write back. They wanted to spell things correctly and the kids started helping each other, so it became cooperative writing."

The first and just about only glitch was in the beginning when the young men didn't think it was very macho to write notes or letters to other young men. "Guys don't write to guys" were their exact words. They got over it quickly.

Hojnacki pointed out this letter-writing project is not frivolous. Students are learning to communicate — not just in written form — to express themselves to others who have not prejudged them.

While it was agreed letter-writing will never replace reading the classics and writing compositions, language arts curriculum facilitator Linda Brookshire said it helps lay a foundation for these students to develop skills for other reading and writing.

And inherently built into it is reading. Ad-

ditionally, the teachers have gotten a Reading Is Fundamental grant and are going to buy books that the students want to read and discuss on their own terms — with, of course, supervision.

"The theory is gaining credence: Give kids a right to read what they want," said Hojnacki. "When they read, they make connections to other things. What we're not doing is saying read a story and answer questions at the end. That's somebody else's question."

Wednesday, the students got their reward: a pizza party sponsored by Pizza Hut on Western Avenue, the operators of which in the past have had some rather unpleasant dealings with students who get a little too rowdy on their lunch hour.

Marlena Tholen, a Washington student, said she liked the writing exercise because it let her be herself.

"When you write a paper for your teacher, you write how you think they would write and copy things out of the textbook," said Tholen.

Tom Troxel of Riley, and Eric Dinger of Washington, through their letters found they have a lot in common and have helped each other with some rather unusual problems.

It seems each has been in a lot of trouble with school, parents and the law. Each describes himself as "on probation."

"I found out he's been through things before I had to do them, so he warned me what judge I should take," said Dinger of Troxel's advice. It seems Troxel also gave him pointers on how to behave in court.

Appendix G - continued

Newspaper Response Form

Choose one of the following three assignments and write your response on notebook paper.

1. You are to skim the front section of the paper and choose a story that has to do with the theme we are discussing in class: _____

- a. Summarize the article you read in 1 sentence.
 - b. How did this article relate to the theme we are discussing.
 - c. Were you able to relate this article to any experiences in your own life? Explain.
- =====

2. Read the editorial page(s), including "Letters to the Editor." Then respond to either an editorial or a specific "letter to the editor" and write your response in the form of a letter to the editor. If you would like to see mail your letter to the editor, bring a stamp and envelope.
- =====

3. Read an article about a current local or world problem. Then discuss on paper what you think the causes are for this problem and any reasonable solutions you would like to offer for solving it.

Appendix I

Group Directions*

1. Introduce yourselves again to the members of your group. Tell something about yourself that will be of interest to them.
2. You will need to appoint a discussion leader, a clarifier and summarizer.
 - a. The clarifier will have a list of any difficult vocabulary or concepts prepared for the pages to be discussed at the next group meeting. He/she will then read the words aloud to the group, giving additional explanations as needed. Members will be responsible for either writing the meanings of these words in the margins of their books or keeping a separate list of words.
 - b. The discussion leader is to keep the conversation flowing by opening the discussion and having prepared questions ready for discussion. He/she also needs to make sure that every member of the group has an opportunity to speak and that no one monopolizes the discussion.
 - c. The summarizer will be in charge of filling out a "group processing card." The group will discuss the last five minutes of the class how they felt they worked as a group and how they could improve their group's effectiveness. The summarizer will then put these comments on a card and give to the instructor.
3. You are to come up with a way to rotate these positions on a regular basis so that everyone has an equal responsibility to the group.
4. You will need to decide as a group how many pages should be read each night. Look at the length of the chapters, consider the difficulty or ease of the material and assign the amount that is right for your group. (The minimum amount of pages that is acceptable to read is 20 pages per night.) Assignments can be made each class or pre-planned for the whole book. (You are free to vary the number of pages for each class period but each member of the group will be responsible for having read the assigned pages beforehand.)

*Source: Cooperation in the Classroom by Johnson, Johnson and Holubec.

Portfolio Assignments

Dear Student,

During the course of the semester, the following assignments will be kept in your portfolio. You are free to revise or add to them as needed.

1. Keep a list of books read.
2. Complete a Reading Interest Interview + give a Reading Interest Interview to a person who reads a lot or likes to read.
3. Write your own definition of reading + keep a list of everything you "read" for a 2 hr. period.
4. Tell me about yourself as a reader, writer, speaker and listener from elementary school until now. (1-2 pages)
5. Keep your summaries of magazine articles in the portfolio. (At the end of the course, I will ask you to select the best one and comment on why you selected the one you did.)
6. Keep your newspaper response forms in the portfolio. (At the end of the course, I will ask you to select the best one and comment on why you selected the one you did.)
7. Anytime you are assigned a theme to write, please keep it in the portfolio.
8. Choose the book you liked the most and respond to it in a creative way. You will present your finished project first before a small group who will then fill out peer evaluation forms. Students who receive the most positive evaluation forms will be asked to present their projects to the class.
9. Update your "biography as a learner" by answering the following questions:
 - a. Did you change in any way as a learner?
 - b. Has your attitude toward reading changed in any way?
 - c. How did you feel about the class when it began and how do you feel about it now?
 - d. Did you learn any particular reading skills that you think will be helpful to you in the future?
 - e. Anything else you would like to say?

Appendix K

Holistic Evaluation Form*
for Written Work

Content:

1= exceptionally thoughtful response

2= adequate

3= incomplete

Style:

U= usually S= sometimes W= working on

_____ writing is fluent

_____ develops ideas

_____ writing is organized

_____ communicates clearly

Effort:

1= considerable

2= adequate

3= minimal

*Adapted from Portfolio Assessment in the Reading-Writing Classroom by Tierney, Carter and Desai, p. 157 and from Nancy Browning's article: "Journal Writing: One Assignment Does More than Improve Reading, Writing, and Thinking" Journal of Reading, October 1986.